

# VERMILION HIGH SCHOOL

Course Guide  
2018 - 2019



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## Our Vision Statement

*“Personalized Education; Progressive Learning”*

## Our Mission Statement

The mission of the Vermilion Local Schools is to make every student college and career ready through personalized instruction.

[www.vermilionschools.org](http://www.vermilionschools.org)



# Vermilion Local Schools



## Academic Plan of Excellence

**Commitment:** *The student is the focus of every decision we make.*

**Mission:** *Make every student college and career ready through personalized instruction.*

**Vision:** *Inspiring students to be leaders and lifelong learners.*

### Values

*Personalization*

*High Expectations*

*Innovation*

*Communication*

*Relationships*

### Personalization

Vermilion Local Schools are committed to providing a personalized education for each student. In a blended learning environment, student academic progress is closely monitored and instruction is modified to meet individual student needs. This is accomplished through individual instruction, small group centers or stations, a co-teaching environment, and online learning experiences. Students are provided intervention and enrichment based on their learning strengths and weaknesses. This allows for students to reach their full potential and to meet the high expectations set by the Vermilion Local School District.

### High Expectations

Students have clearly defined rigorous standards that prepare them for college or a career after high school.

### Innovation

An environment that fosters creativity for all students.

### Communication

All administrators, certified and classified staff will foster effective communication by returning phone calls and emails within 24 hours. The district website, Facebook, and Twitter will be updated daily in order to efficiently promote events and activities that are taking place throughout the district.

### Relationships

Our administrators, faculty and staff will form caring relationships with students to gain a greater understanding of them as individuals in order to better educate them.

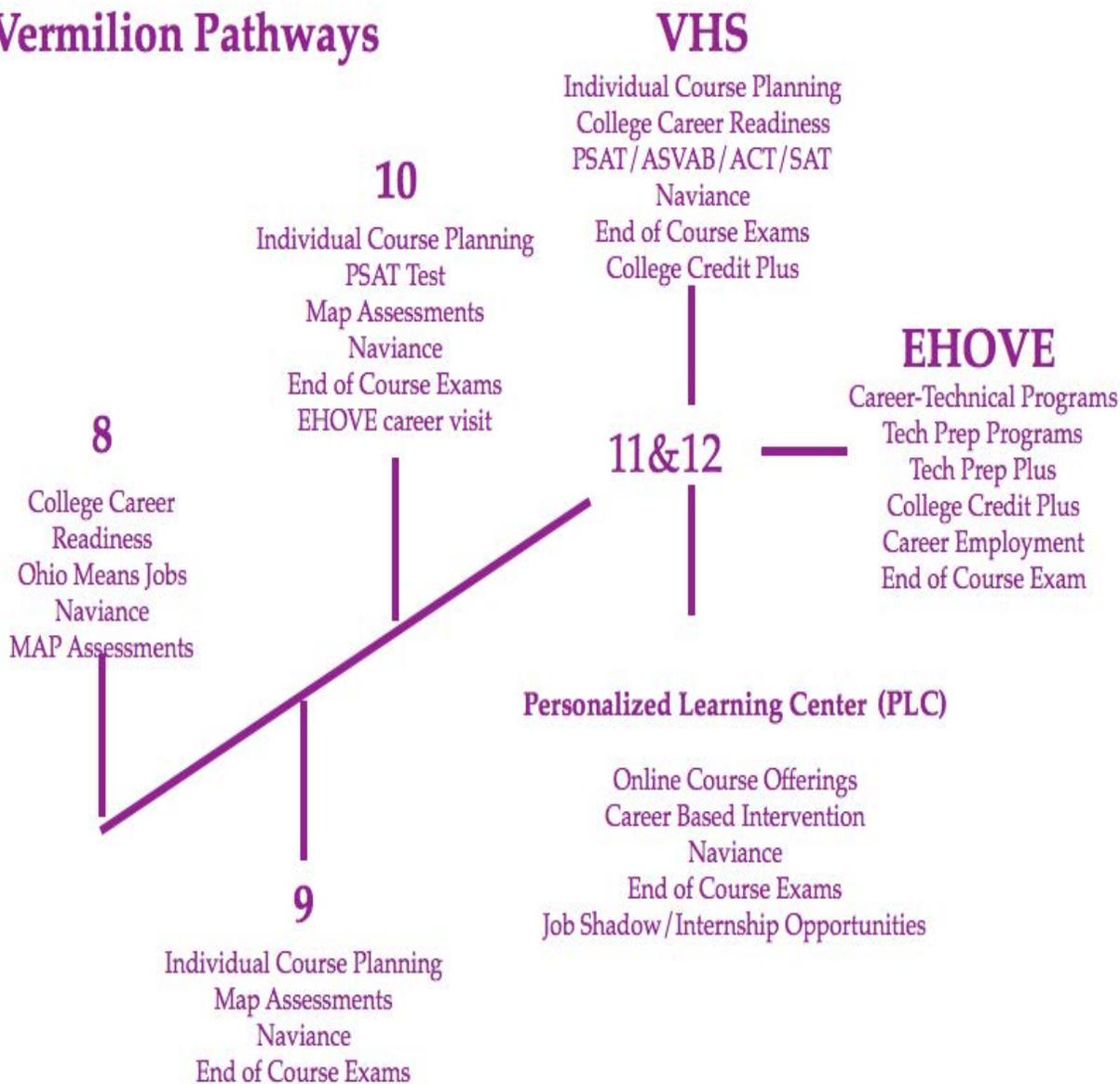
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# Vermilion Pathways



## VHS GRADUATION REQUIREMENTS

### **GRADUATION REQUIREMENTS:**

Ohio's New Learning Standards are the standard expectation for all students entering ninth grade for the first time on or after July 1, 2010. The Vermilion Board of Education requires all students to earn twenty-two (22) credits for graduation.

- English: Four (4) credits including English I, English II, English III and English IV
- Mathematics: Four (4) credits including Algebra I, Geometry and Algebra II
- Science: Three (3) credits including Physical Science, Biology, and advanced studies in one or more of the following areas: Chemistry, Astronomy, Physics, Forensics, Anatomy and Physiology
- Social Studies: Three (3) credits including Social Studies I (World History), Social Studies II (U.S. History) and Social Studies III (Government/Economics)
- Health: One-half (1/2) credit
- Physical Education: One-half (1/2) credit
- Elective Credits: Six (6) credits consisting of one or any combination of foreign language, fine arts, business, career technology, technology, or English language arts, mathematics, science, or social studies not otherwise listed above
- Fine Arts: One (1) credit

Students at EHOVE must meet the state minimum graduation requirements. CBI counts as fine arts.

Mathematics units must include one unit of Algebra II or the equivalent of Algebra II. School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.

Science units must include one unit of physical sciences, one unit of life sciences and one unit advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy and science olympiad, or other earth or space science, or forensic law and forensic investigation.

Social studies units must include ½ unit of American history and 1/2 unit of American government.

Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, technology, or English language arts, mathematics, science or social studies courses not otherwise required.

All students must receive instruction in economics and financial literacy during Grades 9-12 and must complete one (1) credit of fine arts taken for transcribed credit. Students following a career-technical pathway are exempted from the fine arts requirement.

### Ohio State Tests

**End of Course Exam - Class Of 2018 and beyond:** All students take end of course exams for:

- Algebra I and Geometry
- Biology
- American History and American Government
- English I and English II

Students studying Advanced Placement (AP) or College Credit Plus (CCP) courses in biology, American history or American government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

Students **must** also meet **one** of the following three:

1. A total of 18 graduation points across all end-of course tests;
2. A remediation-free score on the ACT or SAT; or
3. A composite score of 13 on the WorkKeys and an approved industry-recognized credential period.

## **PHYSICAL EDUCATION WAIVER POLICY**

Students who complete two (2) seasons of district-sponsored and approved interscholastic athletics, marching band (including majorettes and flag line) or cheerleading have the option of waiving the physical education requirement for graduation. Physical Education Waiver forms are available in the School Counseling Office. Students must obtain all signatures listed on the form and submit it to the Athletic Director. Physical Education Waiver forms are due two (2) weeks after the completion of the season.

Students must submit the Physical Education Waiver form PRIOR to the senior year. If a student has not completed the ½ credit Physical Education requirement or has not turned in the waiver forms by his/her senior year, he/she will be scheduled into Physical Education classes.

Students will not receive credit for these activities or the PE classes that are waived. Students must meet all the required credits for graduation, including their elective credits.

If a student is injured during the course of a season he/she is still expected to attend practices, meetings, and games that are not limited by the medical illness or injury throughout the remainder of that season to qualify for the Physical Education Waiver. Failure to meet this requirement will nullify the potential for a Physical Education Waiver. A student who quits or is dismissed from the team is ineligible to earn the Physical Education Waiver for the season in question. This includes dismissal for violating team, athletic department, or school rules. Any student who is academically ineligible for the sport or activity is not permitted to apply for a Physical Education Waiver.

Students must waive both required Physical Education classes to meet the ½ credit of Physical Education for graduation. Two (2) waiver forms must be submitted.

## **HONORS DIPLOMA REQUIREMENTS**

High school students can gain state recognition for exceeding Ohio's graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma\\*](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

\*includes dance, drama/theatre, music and visual art. Please add this below Honors Diploma

Please see the for more information

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas>

## **DIPLOMA OF SERVICE**

This award will be given to those students who have demonstrated a commitment to Community Service throughout high school. Students will need to complete 50 hours of service and submit a Diploma of Service form to the school counseling office.

## **ACADEMIC HALL OF FAME**

Beginning with the graduating class of 2015, students who meet all the following academic requirements will be inducted into the Vermilion High School's Academic Hall of Fame:

1. Cumulative GPA of 4.15 or higher on the weighted scale
2. ACT composite score of 27 or higher OR SAT CR+M Score of 1220 or higher
3. Have taken at least four full-year courses designated either Advanced Placement, or College Credit Plus.

## **VHS GRADING POLICY**

### **Grading Policy:**

1. The grade earned in each course will be calculated quarterly.
2. Semester grades will appear on the transcript and will calculate into the student's cumulative GPA.
3. ½ credits will be issued on transcripts for all successfully completed courses (i.e. core academic requirements, semester electives, etc.). Exceptions include Physical Education, Marching Band Auxiliary, and Jazz Band, which are ¼ credit courses.
4. Exams may not count for more than 20% of the semester grade.

### **Grading Scale and Grading System (GPA):**

The Vermilion High School staff will observe the following marking system for grades 8 through 12. Grades are calculated on a 4.0 scale and carry the numerical values listed below.

A+	99 – 100	4.33
A	93 – 98	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.67
D+	67 – 69	1.33
D	63 – 66	1.00
D-	60 – 62	0.67
F	Below 60	0.00
P	Pass	0.00

Teachers may assign a plus (+) or a minus (-) to a letter grade to indicate the level of achievement.

## WEIGHTED GRADING POLICY

- **English:** Honors English I, Honors English II, CCP College Composition I / II, CCP Introduction to Fiction, CCP Introduction to Poetry, AP English Literature, AP Language and Composition, AP Seminar
  - **Math:** Honors Algebra I (effective with Class of 2019) Honors Geometry, Honors Algebra II, Pre-Calculus or CCP College Algebra and CCP Pre-Calculus, AP Calculus, AP Calculus AB or AP Calculus BC, AP Statistics
  - **Science:** Honors Physical Science, Honors Biology, Honors Chemistry, Physics, CCP General Biology, CCP Intro to Ecology, AP Physics
  - **Social Studies:** Honors Social Studies I, Honors Social Studies II, CCP US History I / II, AP Psychology, AP Government
  - **Foreign Language:** French IV, French V, Spanish IV, Spanish V
1. The add-on factor will be 0.5 quality points, beginning in 2012-2013.
  2. The add-on factor will be added to final grades of C- or better (70% or higher).
  3. Students' transcripts will reflect their GPA on both the weighted grading scale, using the add-on value, and the 4.0 grading scale.
  4. The weighted grading policy and the add-on factor will not be retroactive.

## GENERAL INFORMATION

### **Minimum Class Load:**

Students are required to take a minimum number of courses each year. This minimum course load includes both required courses and elective courses. Students in grade 8 must carry six (6) classes per semester. Students in grade 9 and 10 must carry a minimum of six (6) classes per semester. Students in grades 11 and 12 will carry a minimum of six (6) classes per semester. The preceding nine-week grading period will determine eligibility for athletics and other extra-curricular activities. *Students enrolled in AP or CCP courses, please discuss this with your school counselor.*

All freshmen, sophomores, and juniors are required to enroll in four core courses per year. Core is defined as English, math, science, and social studies. This rule may be waived due to the special circumstances of a student's academic program.

### **Schedule Changes:**

Parents are encouraged to contact a counselor when questions arise about a son/daughter's schedule or future plans. Development of the master schedule and personnel decisions are made after the students' course requests are obtained. In some cases, however, a legitimate educational reason may exist to suggest and approve a schedule change such as a failed course or earned summer school credit.

When a student drops a course past the deadline to change schedules, the student will receive an F on his/her report card that is calculated into the nine weeks GPA for eligibility. The student will also receive a withdrawal/fail (W/F) on his/her transcript that will be calculated into the cumulative GPA.

EHOVE students are given a “try-out” period at the beginning of the school year. At the end of the “try-out” period, a student may request to return to VHS by contacting their school counselor.

### **Minimum Class Enrollment:**

Student requests often determine the courses that will be offered. If the number of students signed up for a course falls below a minimum class size during registration and/or final scheduling, a careful evaluation will be made of all factors associated with offering the course. In situations where there may not be enough students for an elective course, the administration may decide not to offer the course. If this occurs, students will be contacted individually to offer alternate options.

### **Academic Eligibility for Activities:**

Vermilion High School and Sailorway Middle School extracurricular participants follow the *OHSAA Guidelines for Student Athletic Eligibility*. In addition, students at VHS who participate in extracurricular activities must maintain a minimum of a 1.5 GPA with no more than one (1) F.

- **8<sup>th</sup> grade eligibility:** To be eligible, a student-athlete must be currently enrolled in an OHSAA member school and have received passing grades in a minimum of five (5) subjects that receive a grade or a pass/fail in the immediately preceding grading period.

Eligibility for each grading period is determined by grades received in the preceding nine-week grading period. Semester and yearly grades have no effect on OHSAA eligibility.

- **Grades 9-12:** To be eligible, a student-athlete must be currently enrolled in an OHSAA member school and have received passing grades in a minimum of five (5) one-credit courses, or the equivalent, in the immediately preceding grading period. In addition, students must maintain a minimum GPA of 1.50 with no more than one (1) F and no outstanding incomplete grades.

Summer school grades may not be used to substitute for failing grades received or lack of courses taken in the final grading period.

When a student-athlete enrolls in ninth grade for the first time, he/she has eight (8) semesters of athletic eligibility in order of attendance, whether the student participates in sports or does not participate.

High school students (grades 9 through 12) who turn 19 years of age prior to August 1 are ineligible for interscholastic athletics. Seventh and eighth grade students who turn 15 years of age prior to August 1 are ineligible for 7<sup>th</sup> and 8<sup>th</sup> grade athletics but are eligible to participate in high school athletics.

### **Transfer Students:**

Students who transfer into Vermilion High School are given the opportunity to be rated equally with students who have been in attendance throughout their high school career. Grade placement of new students depends upon the review of academic records by the school counselors and administration. Transfer students will receive the add-on value in *only* those courses determined by the VHS add-on policy when compiling students' GPA and class rank. Transfer students' grades and credits from previous high school transcripts will be recognized; however, such students will have no established class rank for purposes of graduation honors, such as valedictorian, etc., until they have completed four (4) semesters at VHS.

## **SPECIAL PROGRAMS**

### **Advanced Placement (AP) Program:**

AP courses are college level courses with the primary focus of preparing the student to master the AP curriculum in the content area and to be successful on the AP exam. VHS offers AP courses in which students may enroll. Students expecting to receive AP credit on their transcript are required to take the AP exam. Failure to take the test may result in failing the course.

### **Credit Flexibility:**

Credit flexibility is any alternative coursework, assessment or performance that demonstrates proficiency needed to be awarded equivalent graduation credit as approved by the Vermilion Local School District. The application form and further information is available through the School Counseling Office.

### **EHOVE Career Center:**

EHOVE Career Center offers opportunities for students wishing to get a head start toward a career by offering Career Tech skills and a number of industry-recognized certifications. Students apply to EHOVE during January of their sophomore year. Enrollment is limited. Selection is based on cumulative GPA, attendance, grades, and high school credits earned. Students applying to EHOVE should have completed two credits in English, math, science, and social studies, plus the health and PE graduation requirement.

### **Honors Courses:**

An honors student is academically talented, disciplined, highly motivated and willing to accept the challenge of these courses. Students and parents should be very sensitive to the demanding nature of honors courses. Many honors classes place high expectations on students' writing abilities and higher level thinking skills. Vermilion High School offers honors courses in the core academic subject areas, in addition to upper level math and science classes.

### **Senior Sign Out Program:**

Vermilion High School's Senior Sign Out Program is given to students to help them develop responsibility for their unassigned period(s). Seniors are allowed to leave for one (1) designated period. This privilege must be earned and may be lost if the student fails to follow the school rules and release guidelines. A copy of the program's authorization form is available in the main office. Senior Sign Out will not be given unless the form is signed by the parents and student, in person, and on file in the main office. Additional procedures are listed on the form.

### **Response to Intervention:**

Response to Intervention (RTI) is a comprehensive system of instruction and intervention for meeting the needs and improving the performance for all students. Key features include all students receiving high quality instruction and intervention matched to their academic, behavioral, and/or social-emotional needs.

This system of support will impact: students not performing at expected levels, students identified with disability conditions, students who are culturally diverse who need specialized instruction, students who demonstrate evidence of requiring advanced instruction and students identified as gifted, and students with behavioral or emotional problems.

### **Summer School:**

Summer school courses may be offered in core academic areas. These courses can be taken for remediation purposes to complete an academic credit in a previously failed course. Students must have approval from their school counselor or building principal prior to registration for summer school to receive credit for these courses.

### **Work Force Development Personalized Learning Center (P.L.C.):**

Vermilion High School offers many options for students within a traditional school setting. However, traditional education does not always meet individual student needs. P.L.C. is a self-paced, competency-based educational opportunity with an open entry/exit policy and flexible scheduling. This makes it possible for motivated students to earn a diploma by working one-to-one with licensed teachers outside the traditional classroom environment. This program relies on a curriculum designed around ACT's Work

Keys assessments for cognitive skills leading to entry into the workforce, the military, or post-secondary educational opportunities.

Credit is earned and recorded on a transcript, and graduates are awarded the benefits of a Vermilion High School diploma.

## **CAREER BASED INTERVENTION (CBI) PROGRAM**

### **CBI Related**

**Grades 9 10 11 and 12**

**Full year: ½ credit per semester**

This program helps students to become focused on graduation and their future career path. Students will learn employability skills such as how to look on-line for a job, complete an on-line application, and techniques for successful interviewing. Also covered in this course are occupational information, career education, consumer education, and related topics. Students will leave this class with an Individual Career Plan.

### **CBI Lab**

**Grades 11 and 12**

**Full year: 1.5 credits per semester**

Earn while you learn. The CBI program will provide a combination of educational and work-based learning opportunities for student success. Work based learning is a requirement for all students enrolled in this class. Once a CBI student's academic class time is complete, the remainder of the day is spent working in establishments of cooperating employers for which they receive wages, training and high school credit. The major objective of the CBI program is to assist students in earning their high school diploma, and develop attitudes and aptitudes employed in future occupations.

## COLLEGE CREDIT PLUS / CCP

College Credit Plus is Ohio's dual enrollment program. Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts.

- Teachers who teach a College Credit Plus course in a high school must receive professional

development and be an adjunct professor at a college or university. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate.

Ohio public school districts and Ohio public colleges and universities must participate in College Credit Plus. Non-public high schools and colleges or universities may choose to participate. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment. Ohio's new College Credit Plus can help you earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. By taking a college course from a public college or university through your local high school, there is no cost to the student. That means no cost for tuition, books or fees. If you choose to attend a private college or university, you may have limited cost.

- Talk with your school counselor. Discuss your interest in taking college courses and how it fits in with your overall academic plan and career
- Prior to February 15, your district will provide information about the College Credit Plus program to all students in grades 7-12.
- An informational session will be held and all colleges and universities within a 30-mile radius will be invited to attend. If you cannot attend, schedule an appointment with your school counselor.
- By April 1, notify your school counselor if you intend to participate in College Credit Plus next year.
- You and your family should contact colleges for information, application forms, and criteria for acceptance into College Credit Plus. Some materials are available from your high school counselor and at the college's website.
- You must go through the procedures established by the colleges or universities to apply to College Credit Plus and to enroll in the course(s). You may have to take a college placement test to make sure you are college-ready.
- Prior to college class attendance, your high school counselor will assist you in determining a course's equivalency to a high school course(s).

Go to [www.ohiohighered.org/ccp](http://www.ohiohighered.org/ccp) for more information.

## COLLEGE PREP CORE CURRICULUM RECOMMENDATIONS FOR OHIO'S STATE ASSISTED UNIVERSITIES

College-bound students should be aware that the state universities in Ohio (Akron, Bowling Green, Central State, Cincinnati, Cleveland State, Kent, Miami, Ohio State, Ohio University, Shawnee, Toledo, Wright and Youngstown) endorse the minimum core curriculum for college preparation in Ohio. The minimum core curriculum consists of the following:

- **English:** 4 credits
- **Math:** 3 credits (Algebra I, Geometry, Algebra II)
- **Science:** 3 credits
- **Social Studies:** 3 credits
- **Foreign Language:** 2 credits of the same language
- **Visual/Performing Arts:** 1 credit

Selective majors, private and out-of-state colleges and universities may require more extensive preparation in specific subject areas (ex. 3 credits of world language, additional math/science). Check with your school counselor and the college or university of your choice for additional information regarding admissions criteria.

It should be pointed out that college admission is not assured simply by the accumulation of required credits. The following areas are used to determine a student's acceptance into college: academic rigor of courses, cumulative GPA, class rank, and ACT and/or SAT test scores, written essays, letters of recommendation, and participation in extra-curricular activities.

### **COLLEGIATE ATHLETICS ELIGIBILITY**

Please see the Athletic Director and your school counselor if you are interested in NCAA eligibility information. The NCAA Eligibility Center's website is ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).

### **GUIDE TO STANDARDIZED TESTS**

Please review the following explanation of the tests you can expect in high school, when to take them, and why they matter to you. For all other information, contact your counselor.

#### **Accuplacer Assessment:**

The Accuplacer is a computerized placement assessment, often used to determine student placement in College Credit Plus (CCP) courses. Academic advisors and counselors at your college or technical school use your ACCUPLACER test results to help place you in classes that match your skill level. ACCUPLACER tests help identify your knowledge, strength, and needs in math, reading, and writing. Along with information about your academic background, goals, and interests, your ACCUPLACER results help you choose courses that match your skill level and give you the best opportunities for success.

#### **ASVAB Test:**

The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptitude test battery in the world. As an aptitude test, the ASVAB measures your strengths, weaknesses, and potential for future success. The ASVAB also provides you with career information for various occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career.

#### **PSAT Test:**

The Preliminary SAT / National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides firsthand practice for the SAT®. It provides access to college and career planning tools. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. This test will offer feedback on academic strengths and weaknesses on skills necessary for college study.

### **ACT Test:**

The ACT® Assessment is a widely accepted college admissions test that assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, math, reading, and science. The ACT composite score is on a scale of 1 – 36 for all four sections. The writing test, which is optional, measures skill in planning and writing a short essay. Check each prospective college's requirements to see if you must take the ACT Writing test. A number of factors affect the decision about when to take the ACT test. Waiting until your senior year may be too late. Testing in the spring of the junior year gives time to take the test a second time. Visit the ACT website at [www.actstudent.org](http://www.actstudent.org) for more information.

### **SAT Reasoning Test:**

The SAT Reasoning Test® is the most widely used and most rigorously researched college admissions test. Virtually every college accepts the SAT as a measure of the critical thinking skills students need for academic success in college. The SAT assesses how well students analyze and solve problems – skills learned in school that are needed in college. The test also provides an independent measure of a student's college readiness. Students will be asked to write an essay that measures skills in developing and expressing a point of view on an issue. Multiple-choice questions assess one's ability to use Standard English language. The critical reading section includes extended reasoning, literal comprehension, and vocabulary used in context. The math section measures a student's mastery of mathematical concepts and reasoning skills. It includes topics typically covered in three years of college-prep math. The SAT test is scored on a 200 to 800 scale for each of the three sections: Critical Reading, Math, and optional writing. Looking for more information? Find it at [www.collegeboard.com](http://www.collegeboard.com).

### **SAT Subject Tests:**

SAT Subject Tests cover core subjects in English, history, mathematics, the sciences, and languages. These tests are a good predictor of achievement in a subject and of future success in college. The tests are one-hour, primarily multiple-choice, curriculum-based assessments of knowledge and skills in particular subject areas. Students can learn about which colleges require or recommend Subject Tests on individual college websites. Universities can use Subject Test scores to help determine how well prepared you are for different college programs, placement in first-year college or higher-level courses, and academic advising for course selection.

## **DEPARTMENTS AND COURSE OFFERINGS**

### **ART**

#### **Introduction to Art Grade 8 One semester**

This course is designed to cover a wide variety of media and techniques, as well as principles of art and the elements of design in both two-dimensional (2-D) and three-dimensional (3-D) art. From drawing to painting to sculpture, students will be learning how to use all mediums in art. Art history and criticism will be incorporated into many of the projects. A fee is charged for this course.

## **Art I**

**One semester: ½ credit**

Art I is a drawing based course. In this course students will learn how to draw in full detail from a drawing using forms in a realistic manner and will also be able to shade to make artworks pop. Art history and criticism will be incorporated into many of the projects. This class is designed to teach both students that have never drawn before and help students that know how to draw excel even further in their drawing skills. A fee is charged for this course.

## **Art II**

**Prerequisite: Art I**

**One semester: ½ credit**

This course is a painting based course. Students will learn how to blend and mix colors using tempera and acrylic based paints. Another section this course covers is how to draw/paint portraits in full detail. Students will also learn to paint on canvas boards in this course. Art history and criticism will be incorporated into many of the projects. Art II is designed for the student who really enjoys being creative and wants to further explore the visual arts. A fee is charged for this course.

## **Art III / IV**

**Prerequisite: Art II**

**One semester: ½ credit**

Art III and IV are designed for the student who has developed their artistic skills and is ready for new challenges. New, more advanced lessons like encaustic painting, oil painting and creating murals along with many others will be explored. Students will be more self-directed and encouraged to develop their own style and specialization. Art history and criticism will be incorporated into many of the projects. This class is designed for students that really have a love for art and possibly want to pursue a career in art. A fee is charged for this course.

## **Art V**

**Grade 12**

**Prerequisite: Teacher recommendation required; Must apply for credit flexibility**

**One semester: ½ credit**

This course is an independent study that helps students prepare an advanced art portfolio for college. The course will showcase the student's personal expression of art. Larger scale pieces will be developed throughout the course.

## **Ceramics I**

**One semester: ½ credit**

Ceramics is a sculpture-based course where students learn how to use clay, glazes and the firing process. Students create lessons both hand built and on the potters wheel. This course is designed for students who like to get their hands dirty when making three-dimensional artworks. Art history and criticism will be incorporated into many of the projects. A fee is charged for this course.

## **Ceramics II**

**Prerequisite: Ceramics**

**One semester: ½ credit**

This course is designed for students who fell in love with creating artworks using clay. Students will be making larger assignments that focus more on detail.

## **Introduction to Filmmaking / Photography**

**Full year: ½ credit per semester**

In this class students will be learning how to take photographs and how to manipulate and alter them using Adobe Photoshop. Students will also learn how to do animation, stop motion film and full film.

Students will learn how to create and add special features to their films using iMovie, Adobe After Effects, Adobe Photoshop and Adobe Premiere. At the end of this course students will be able to take good quality pictures and shoot short films at a beginner's level. Students will be learning about design, specifically how to design cover pages for the yearbook using Photoshop. This is a full year course. A fee is charged for this course.

### **Advanced Filmmaking / Photography**

**Prerequisite: Intro to Filmmaking / Photography**

**Full year: ½ credit per semester**

This course is designed for students that want to learn more in-depth features in photography such as camera essentials, taking more advanced pictures off site, and taking and creating pictures for staff and community for projects that go back into the school. For example, students can create and design page layouts for posters using Photoshop and the poster making software. Students will also be creating movies as individuals, in groups and as a class to follow a theme set for year that promotes a strong message to teach the audience. This class will be in charge of setting up the Vermilion Film Festival and all that goes along with it. Students will learn all aspects of behind the scenes creation of a film from being a director, to learning to use the camera and computer. Students will be able to create more advanced films by the end of this course. Students in this class will be designing the ART SPEAKS IN VERMILION magazine as well. This is a full year course. A fee is charged for this course.

### **Sculpture**

**Prerequisite: Ceramics I**

**One Semester: ½ credit**

This course is designed for students that are interested in building larger structures that are 3-dimensional. Students will experiment with different mediums including wood, Styrofoam, wire, cardboard, and clay along with various other material. Students will learn about installation pieces, sculpture artists, basic elements, and principles in design.

## **BUSINESS/TECHNOLOGY**

### **Entrepreneurship**

**One semester: ½ credit**

This course is an in-depth examination of the many facets of starting and managing a small business with an emphasis on the entrepreneurial skills necessary to be successful. Topics include the role of small business, how to plan and organize a business, how to market goods and services, how to operate the business, and provide security for a business basic financial planning and control.

### **Financial Literacy**

**Full year: ½ credit per semester**

One job everyone will have after high school is managing their own Finances! Understanding financial management is an important life skill. Students will learn how to manage their money to become responsible citizens. This course focuses on basic personal financial needs and emphasizes the basics of staying out of debt, budgeting, saving, banking, investments, credit, insurance, taxes, and consumer responsibilities. Students taking this course will learn to better prepare for their financial future. *College Credit* is available for students meeting the articulation requirements. (ECNM113)

## CAREER READINESS

### **CBI Related**

**Full year: ½ credit per semester**

This program helps students to become focused on graduation and their future career path. You will learn employability skills such as how to look on-line for a job, complete an on-line application, and techniques for successful interviewing. Also covered in this course are occupational information, career education, consumer education, and related topics. Students will leave this class with an Individual Career Plan.

### **CBI Lab**

**Full year: 1½ credit per semester**

Earn while you learn. The CBI program will provide a combination of educational and work-based learning opportunities for student success. Work based learning is a requirement for all students enrolled in this class. Once a CBI student's academic class time is complete, the remainder of the day is spent working in establishments of cooperating employers for which they receive wages, training and high school credit. The major objective of the CBI program is to assist students in earning their high school diploma, and develop attitudes and aptitudes employed in future occupations.

### **Set Sail**

**Grade 11**

**Full Year: 1 credit ( 4 quarter classes .25 each)**

**Individual Finances, STEAM, The Presentation, and Career Exploration**

The purpose of this cohort is to equip junior level students with financial, STEAM, presentation, and career/job shadowing opportunities that will prepare them for their life after high school. This course can be custom-tailored to the individual needs of each student as they begin to plan for their future. Whether the student plans to attend a two or four-year college, enter the military, learn a trade, or become an entrepreneur, this class is for you.

## ENGLISH

The English program develops reading, writing, listening, speaking, and critical thinking skills. The literature program emphasizes accuracy, comprehension, and vocabulary development as well as an understanding of literary genres, multi-cultural literature, and historical development. The composition program emphasizes clarity, organizational development, content fluency, and writing conventions. Overall, the English program reinforces those skills necessary for successful performance on proficiency and competency tests.

### **English 8**

**Full year**

The eight grade English course is a literature and composition class that incorporates all aspects of language development. Fundamental skills such in writing, grammar, vocabulary, and speech will be re-enforced and expanded through a variety of assignments. An exit project and/or exam is required. A state mandated End of Course Exam is required. A fee will be charged for this course.

### **Honors English 8**

**Full year**

The curriculum of the Honors English 8 class emphasizes expanded breadth and depth of content, requiring a measurably different amount of work from the regular English classes. A summer assignment is a requirement of the course. **Honors courses are for students who are highly motivated and have achieved at least a B in previous English classes.** Students entering this

course should have the recommendation of their seventh grade English teacher. Exit project and/or exam required. All course requirements must be completed to pass. A state mandated End of Course Exam is required. A fee is charged for this course. Failure to meet the standards of the course may result in removal.

### **English I**

**Full year: ½ credit per semester**

The English I curriculum is based on the study of fiction and non-fiction texts. Students will develop their analytical and comprehension skills. A variety of compositions will be written including a research paper. The course will also include the study of grammar and vocabulary. Students can expect to create original projects, give presentations, and use technology. Exit project and/or exam is required. A state mandated End of Course Exam is required. A fee is charged for this course.

### **Honors English I**

**Full Year: ½ credit per semester**

The curriculum of the Honors English I class emphasizes expanded breadth and depth of content, requiring a measurably different amount of work from the regular English classes. A summer assignment is a requirement of the course. **Honors courses are for students who are highly motivated and have achieved at least a B in previous English classes.** Exit project and/or exam required. All course requirements must be completed to pass. A state mandated End of Course Exam is required. A fee is charged for this course. This is a weighted course. Failure to meet the standards of the course may result in removal

### **English II**

**Full year: ½ credit per semester**

The English II curriculum is a continuation and deepening of the English I curriculum. It is based on the study of fiction and non-fiction texts. Students will further develop their analytical and comprehension skills. A variety of compositions will be written including a research paper. The course will also include the study of grammar and vocabulary. Students can expect to create original projects, give presentations, and use technology. Exit project and/or exam is required. A state mandated End of Course Exam is required. A fee is charged for this course.

### **Honors English II**

**Full year: ½ credit per semester**

The curriculum of the Honors English class seeks to extend and refine the content, processes, and product of the regular English curriculum. It emphasizes expanded breadth and depth, requiring measurably different work from the regular English program. This includes a required summer reading list with assignments. Therefore, the Honors program is for students who are highly motivated, independent learners, and strong in reading, composition, and communication skills including critical reading, composition structure and style. A focus on student collaboration and use of technology will also be a facet of this course. Exit project and/or exam required. All course requirements must be completed to pass. Students will be expected to take the English II End of Course Exam. A fee is charged for these classes.

### **English III**

**Full Year: ½ credit per semester**

The English III curriculum utilizes the study of American Literature and Cultural History to expand students' abilities to read, think, and write critically. Writing skills and composition will be a focus of this class. Students will continue to study grammar and vocabulary. Speaking and presentation skills will be a vital part of the curriculum as students complete several individual and group projects. Exit project and/or exam is required. A fee is charged for this course.

## English IV

**Full year: ½ credit per semester**

The English IV curriculum utilizes the study of British Literature and Cultural History to expand students' abilities to read, think, and write critically. Writing skills and composition will be a focus of this class. Students will complete a mandatory research paper, which is a course requirement. Students will continue to study grammar and vocabulary. Speaking and presentation skills will be a vital part of the curriculum as students complete several individual and group projects. Exit project and/or exam is required. A fee is charged for this course.

## Advanced Placement Seminar

**Grade: 10th**

**Prerequisite: Recommendation of previous English teacher required.**

**Full Year: ½ credit per semester**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This course requires a **summer assignment**. Students will take the AP Seminar Exam in the spring at the cost of approximately \$90. A state mandated End of Course exam is required. This is a weighted course. Failure to meet the standards of the course may result in removal.

## AP English Language and Composition (LCCC English 161-162)

**Grade 11**

**Prerequisite: LCCC Acceptance Required**

**Full Year: 1 ½ credits per semester**

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course has a **summer assignment** and requires that all students take the AP exam in the spring at the cost of approximately \$90. This is a weighted course. Failure to meet the standards of the course may result in removal.

## College Composition I and II (LCCC 161-162)

**Grade 12**

**Prerequisite: LCCC Acceptance Required**

**Full Year: 1 credit per semester**

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This is a weighted course. Failure to meet the standards of the course may result in removal.

## **AP English Literature and Composition (LCCC 255 – 257)**

**Grade 12**

**Prerequisite: Successful Completion of LCCC English 161-162**

**Full year: 1½ credit per semester**

The course content is based upon a suggested curriculum from The College Board. There are two major academic goals for this course: to give students a college-level English course and to prepare them for the REQUIRED AP exam in May. A great deal of self-motivation is required for this course beginning with a **summer assignment**. Throughout the course, students will read and analyze British and American poetry and fiction along with select pieces of World literature. Writing about literature in the style required for success on the AP exam is a major focus. All students enrolled in the class must pay the \$90 AP exam fee. This is a weighted course. Failure to meet the standards of the course may result in removal.

## **College Composition I and II (LCCC 161-162)**

**Grade 12**

**Prerequisite: LCCC Acceptance Required**

**Full year: 1 credit per semester**

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This is a weighted course. Failure to meet the standards of the course may result in removal.

## **AP English Literature and Composition (LCCC 255-257)**

**Grade 12**

**Prerequisite: Successful Completion of LCCC English 161-162**

**Full year: 1 ½ credit per semester**

The course content is based upon a suggested curriculum from The College Board. There are two major academic goals for this course: to give students a college-level English course and to prepare them for the REQUIRED AP exam in May. A great deal of self-motivation is required for this course beginning with a **summer assignment**. Throughout the course, students will read and analyze British and American poetry and fiction along with select pieces of World literature. Writing about literature in the style required for success on the AP exam is a major focus. All students enrolled in the class must pay the \$90 AP exam fee. This is a weighted course. Failure to meet the standards of the course may result in removal.

## **ENGLISH ELECTIVES:**

### **Broadcast Journalism**

**Full year: ½ credit per semester**

Students will investigate, research, prioritize and synthesize information while learning the techniques and skills of videography, audio recording, editing, lighting and set design. Students will perform under deadline pressure, producing news stories for broadcast, the web, print, and social media, all hallmarks of a modern-day broadcast journalist. This class requires fieldwork done each week outside of class, to creating suitable news stories for daily broadcast. Students will also engage in topics such as journalism ethics, news bias, multi-platform journalism, and the role of media in society. These activities will build skills necessary for success in college and careers while providing a chance to explore personal interests.

## **Creative Writing I**

**One Semester: ½ credit**

This course will introduce students to three genres of creative writing – poetry, short fiction, and drama. Students will work to create and edit original works with collaboration from the instructor and classmates. The class will function as a workshop the majority of the time so that students can focus on their own creative pieces. Grades will be based on original pieces and revisions.

## **Theatre**

**One Semester: ½ credit**

This course is designed for students who are interested in beginning or advancing their development as an actor or actress. Students will be introduced to all skills necessary to perform and produce a theatrical production. Students should expect to perform and collaborate with others on performances. These projects or productions may require participation outside of school hours.

## **Yearbook/Newspaper**

**Full Year: ½ credit per semester**

This course will introduce students to the basics of journalism, desktop publishing, and yearbook production. While collaborating on the production of the school newspaper (Compass) and yearbook (Log), the students will perfect basic writing skills, develop feature-writing skills, and learn the essentials of the student press. Students will also develop photography/video skills and learn how to choose and edit photos/video that tell a story. Technology will be an integral part of the course, with special emphasis placed on layout design and productions of effective communications. Students will also have a chance to develop their knowledge of advertising and commerce, as the staff is responsible for raising the funds required for publication. Grades will be based on assignments, tests, and acceptable contributions to both publications on a regular basis and the student's ability to meet deadlines.

## **FOREIGN LANGUAGE**

### **French I**

**Full year: ½ credit per semester**

This course is geared to the level of the college-bound student. This course provides for an experience in all phases of the language including speaking, listening, comprehension, reading, and writing in French. Time is also given to instruction in the culture and history of the French people. Vocabulary of a practical nature is introduced in this course that covers a wide area of subject matter. French grammar is presented in such a manner so as to reinforce knowledge of English grammar. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

### **French II**

**Full year: ½ credit per semester**

French II is a continuation of French I. Emphasis is on the four basic skills of listening comprehension, speaking, reading, and writing. There is a heavy emphasis on grammar and increased vocabulary building. An appreciation of French culture and understanding of the French way of life is achieved by reading supplementary articles and discussion. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

### **French III**

#### **Full year: ½ credit per semester**

The student is expected to improve composition skills and reading comprehension through use of contemporary vocabulary and the finer points of grammar. Through the reading of short stories and two novels, the student will learn and practice vocabulary and grammar in context. Part of the evaluation in this class is the student's ability and willingness to use the language. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this class.

### **French IV**

#### **Full year: ½ credit per semester**

French IV includes a thorough grammar review. Many outside readings are used including books introducing modern French culture. French IV treats several important works of literature from the viewpoint of philosophy and style. There is a continuation of composition study and emphasis in fluency at this level. Projects and class time will make use of various available technologies for written and/or oral assignments. A fee is charged for this course.

### **French V**

#### **Full year: 1/2 credit per semester**

French V continues to build on the fundamental skills studied in the previous French courses to put emphasis on the finer points of written and oral communication in French. Francophone literature and culture are included in order to enrich the fluency level of each student. Projects and class time will make use of various available technologies for written and/or oral assignments.

### **Spanish I**

#### **Full year: ½ credit per semester**

This course is geared to the level of the college-bound student. A combination of the traditional cognitive and audio-lingual methods is used to develop the student's abilities in the area of listening, speaking, reading and writing Spanish. The students make a limited study of the geography and culture of Spanish-speaking countries. Emphasis in speaking is done with dialogues, short conversations or songs. The present tense and the simple future are introduced, as well as rules for gender, agreement, pronouns placement and word order. Practical vocabulary units are also emphasized. Projects and class time will make use of various available technologies for written and/or oral assignments.

### **Spanish II**

#### **Full year: ½ credit per semester**

Spanish II is the level where students will be able to piece together language elements to make them comprehensible. The abilities to listen, speak, read, and write are further developed using TPRS/CI methods. There is heavy emphasis on grammar and increased vocabulary building. Present (tense), Present Progressive, Past, Imperfect, Future, Conditional, pronouns & commands are highlighted. Students will work toward Intermediate Low level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

### **Spanish III**

#### **Full year: ½ credit per semester**

There is a heavy concentration on the culture of Spain through the study of literature, music, and art. Lectures on culture are delivered in Spanish. Additional grammar including compound tenses, degrees of comparison, passive structures and subjunctive tenses are taught in this level. Conversation, listening in the target language and composition are stressed. Students will work toward the Intermediate High level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

## **Spanish IV**

**Full year: ½ credit per semester**

Spanish IV concentrates on the culture, literature, and art of Spanish America. Conversation and composition exercises are stressed. The student is given a cross section of contemporary authors and their short stories. Units on art, travel and tourism, business, and journalism prepare students for the intermediate levels of university Spanish. Practical speaking exercises help prepare the student for future travel abroad. Students will work toward the Advanced Low/Mid level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

## **Spanish V**

**Full year: ½ credit per semester**

Practical speaking exercises help prepare the student for future travel abroad. Students will work toward the Advanced High level of the ACTFL/ODE standards using texts, songs, short stories, non-fiction, & online resources.

This course is comparable to a high intermediate or advanced low level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing your abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening your cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature. Grammar and vocabulary are developed through contextualized study.

The course objectives are: understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations; develop the ability to interpret audio, audio-visual and written authentic sources in Spanish without dependence on a dictionary; engage in active two way conversations in Spanish using appropriate register and communication strategies; present your opinions and view points, develop arguments and express yourself by describing, narrating, and inquiring in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts; understand the significance of an array of cultural products, practices and perspectives from around the Spanish- speaking world and make comparisons of them to those in your own community.

## **HEALTH AND PHYSICAL EDUCATION**

### **Health**

**One semester: ½ credit**

Making Life Choices tells you that our mission is to help students make choices that affect their lives today and in the future. Health Skills and Concepts identifies the two tools that students need to make wise choices. Learning the facts about health is of first importance, but this alone is not enough. Students must develop ways of applying facts, developing skills, and using them in daily life. Health will consist of the study of First Aid, CPR, safety, substance abuse, mental health, nutrition, the human life cycle, and AIDS.

### **Physical Education**

**One semester: ¼ credit**

Basic skills will be taught and competitive play will progress according to the students' abilities. Co-educational activities will be included throughout the program. Activities offered will be: indoor soccer, touch football, volleyball, softball, tennis, physical fitness tests, recreational sports, and exercise.

The class requirements are as follows:

- Dress – a change of clothes including shorts or sweats, T-shirt or sweatshirt, and gym shoes.
- Participation – Participation in physical education is mandatory for all enrolled students.

### **Strength and Conditioning**

**Prerequisite: Physical Education and/or PE Waiver**

**One semester: ¼ credit**

Strength and conditioning is designed for students who wish to improve their physical fitness and design workouts based on individual needs or preferences. The muscular system will also be discussed. The student will be involved in designing and implementing individual workouts.

### **Walking for Fitness**

**Prerequisite: Physical Education and/or PE Waiver**

**One semester: ¼ credit**

Walking for Fitness is designed to stress the importance of cardiovascular, muscular, and mental fitness development for maintaining a healthy lifestyle. The course will help students acquire the knowledge, skills, and attitudes necessary for physical fitness through participation in a carefully monitored walking program. Students will track and document their progress through the use of heart rate monitors and pedometers. Students will be required to dress for the weather, as they will walk to the Field House for class, as well as walk outside for class.

## **MATHEMATICS**

It is the goal of Vermilion High School to provide its students with as many opportunities as possible to improve their mathematical background. This goal will be achieved by offering a variety of courses that challenge and motivate students to seek solutions to typical and atypical problems. Solutions will be arrived at via the use of cutting edge technological tools and the application of basic mathematic principles. In some classes, students will be required to have either a scientific or graphing calculator. The TI-83 Plus or better is recommended for students going into Statistics and Calculus.

### **Pre-Algebra**

**Grade 8**

**Full year**

This course is designed to prepare students for Algebra I. Problem-solving techniques are taught. Traditional topics such as fractions, signed numbers, equations, inequalities, data analysis, ratio, proportion, percent, graphing, and geometry are reviewed and extended.

### **Algebra I**

**Full year: ½ credit per semester**

Algebra I builds upon a number of key algebraic topics assumed to have been developed, namely a deep knowledge of linear patterns of change and familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra I are able to recognize and solve mathematical and real world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic and verbal representations of these patterns. In addition, students should be able to apply this knowledge to quadratic and other simple functions. Algebra I also connects to topics related to the formulized study of the real number system and its properties, and introduces elementary number theory. Finally, students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real world problems.

## **Algebra 1 Part 1/Algebra 1 Part 2 – taken over the course of 2 school years**

**Prerequisite: Teacher recommendation**

**Full year: ½ credit per semester**

Algebra I P1 & P2 (Part 1 & Part 2) is our standard high school Algebra course. Algebra I P1 & P2 is designed to build a solid math foundation for the battery end-of-course exams as well as PSAT, ACT, SAT & Aspire Exams. Students taking Algebra I P1 & P2 will receive two full math credits toward graduation and after completion of Geometry and Algebra II will have satisfied their math graduation requirements as well as their college prep and SAT/ACT needs.

The Algebra I curriculum is aligned with Ohio's new Learning Standards. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades.

Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has previously been offered.

The students will deepen and extend their understanding of the following five critical units:

- Relationships between quantities and reasoning with equations
- Linear and exponential relationships
- Descriptive statistics
  - Expressions and equations
- Quadratic functions and modeling

Emphasis of instruction will be the development of the Mathematical Practices, making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, use of appropriate tools, attention to precision, making use of structure and regularity in reasoning.

The Algebra 1 End of Course test will occur during Algebra 1, Part 2.

## **Honors Algebra I**

**Full year: ½ credit per semester**

This course is designed for 8th grade students who have demonstrated exceptional ability and motivation in mathematics. It is a weighted course and will have an effect on a student's high school grade point average. Students will develop an understanding that algebraic thinking is a powerful tool that can be used to model and solve real world problems.

## **Geometry**

**Prerequisite: Algebra I**

**Full year: ½ credit per semester**

This class will be a traditional, rigorous study of Euclidean Geometry and related topics from a contemporary point of view. Included in the study of the relationships of points, lines, planes, triangles, quadrilaterals, and other polygons, will be the study of the concepts of right triangle trigonometry.

## **Geometry Extension**

**Prerequisite: Teacher recommendation**

This course is to be taken in conjunction with Geometry. The goal of Geometry extension is to help students keep up and succeed with the pace, rigor, and accountability of Geometry. Geometry extension will continue to apply fundamental concepts of Euclidean Geometry and related topics. This class will also emphasize key concepts used throughout all higher mathematics courses that follow.

## **Honors Geometry**

**Prerequisite: Successful completion of Algebra I**

**Full year: ½ credit per semester**

Students will use inductive and deductive reasoning to develop written theories that describe the properties of two and three dimensional objects. Honors Geometry students will proceed at an accelerated pace, providing students with a rigorous background in logic and proof - the language of mathematics. In addition to the material on geometric language, angle relationships, and geometric proofs for congruence and similarity, right triangle relationships, properties of various quadrilaterals and circles, the course will devote time to coordinate geometry and begin the study of trigonometry. Project based learning will allow all students the ability to be self-directed learners while at the same time taking the responsibility to help investigate ideas with others. Hands-on, student-centered projects will allow students to not only learn concepts and theory but will allow them to discover how these geometric ideas apply to the real world.

## **Integrated Math III**

**Full year: ½ credit per semester**

Integrated Math III will allow students to apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They will expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate 21<sup>st</sup> century skills will be used for instruction and assessment.

## **Algebra II**

**Prerequisite: Geometry**

**Full year: ½ credit per semester**

Students enrolled in Algebra II will complete a rigorous study of algebra in preparation for advanced mathematical topics. Students will study logarithms and exponential functions and their applications, as well as analytic geometry and fundamentals of trigonometry. A graphing calculator is required; the VHS staff recommends TI 83+.

## **Honors Algebra II**

**Prerequisite: Geometry**

**Full year: ½ credit per semester**

This course is designed for students who have demonstrated exceptional ability and motivation in mathematics and will meet the needs of students who anticipate entering college majors requiring an extensive mathematical background. Students will complete an in-depth and rigorous study of algebra to prepare for more advanced topics. They will study logarithms, exponential functions and their applications, polynomial operations, and functions. A graphing calculator is required; the VHS staff recommends TI 83+.

## **Statistics**

**Prerequisite: Algebra II**

**Full year: ½ credit per semester**

This course is designed to take a look into statistics with emphasis to its real world applications. The course will cover descriptive statistics, frequency distributions, statistical inference, probability, distribution patterns, regression and correlation. As an added bonus, study will attempt to delve into logical thinking and how to write logic statements. A graphing calculator with regression ability is required; the VHS staff recommends TI 83+.

## **AP Statistics**

**Prerequisite: Algebra II**

**Full year: ½ credit per semester**

The course is equivalent to a college level statistics class. The major topics are exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete this course are prepared to take the AP Statistics exam and have the ability to earn college credit and advanced standing by passing the exam. A TI-83 or better is required for this course. There is an approximate \$85 fee to take the AP exam.

## **Pre-Calculus**

**Prerequisite: Algebra II**

**Full year: 1 credit per semester**

Pre-Calculus is the preparation for calculus. The study of the topics, concepts and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors and polar coordinates are introduced with an eye toward modeling and solving real world problems.

## **College Algebra (CCP)**

**Prerequisite: LCCC acceptance required**

**One semester: 1 credit**

Study of algebraic functions, equation, systems of equations, inequalities, matrices, partial fractions, exponential and logarithmic functions. Designed primarily for the calculus-bound student. Graphing calculator required. Mathematics core course.

## **Pre-Calculus (CCP)**

**Prerequisite: LCCC acceptance required and successful completion of College Algebra.**

**One semester: 1 credit**

For the calculus-bound student. A study of trigonometric functions and their graphs; trigonometric identities and equations; conic sections; polar and parametric equations; mathematical induction; and the binomial theorem. Graphing calculator required. Mathematics core course.

## **AP Calculus AB**

**Prerequisite: Pre-Calculus**

**Full year: ½ credit per semester**

This course is taken concurrently with Calculus as described above. The second semester will focus on preparing for the AP test in May and a capstone project will be completed in the weeks between the test and the end of the semester. Requirement: A graphing calculator (TI 83+ or better) and the fee for taking the AP exam (approximately \$90).

## **AP Calculus BC**

**Prerequisite: Pre-Calculus**

**Full year: ½ credit per semester**

This course is a continuation of Calculus AB and will cover additional topics including analysis and derivatives of parametric, polar and vector functions, Euler and L'Hospital's rule, antiderivative by substitution expanded, by parts and partial fractions. Other additional topics include Polynomial approximations and series which covers the concept of a series, the study of a series of constants and Taylor series. Requirement: A graphing calculator (TI 83+ or better) and the fee for taking the AP exam (approximately \$90).

## MUSIC

To provide an opportunity for students to develop their musical ability and understanding, courses are offered in vocal and instrumental music as well as history and theory. It is recommended that students planning to pursue careers in music or elementary education strongly consider enrolling in as many of these courses as possible.

### **Eighth Grade Band**

**Prerequisite: Past experience in a school band program**

**Full year: ½ credit per semester**

Eighth Grade Band is the most advanced developmental performing ensemble for wind and percussion instrumentalists before students join the Vermilion High School Band in ninth grade. The course introduces “comprehensive musicianship” and develops skills and concepts from previous years through study, rehearsal, and performance of many outstanding developmental compositions in band literature. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students will continue to develop knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Students in 8<sup>th</sup> Grade band will perform at least three concerts a year and share some of the marching band experiences with the VHS Sailor Marching Band. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, and private lessons. Attendance at performances is required as part of the course grading policy.

### **High School Band**

**Grades 9 through 12**

**Prerequisite: Past experience in school band program**

**Full year: ½ credit per semester**

The band program is divided into two parts: marching band and concert band. All students who enroll in band will participate in marching band during the first quarter of the year and concert band for the remainder of the school year. The marching band performs at all football games, as well as several festivals and parades throughout northern Ohio. The band begins its rehearsal during the summer and the majority of the work for the season is learned during that time as well as evening rehearsals (once a week) outside of the school day. All of these rehearsals and performances are mandatory. Marching band does not prevent anyone from participating in fall sports or extracurricular activities. The advisors resolve conflicts between band events and extracurricular activities.

Concert band takes place during the second, third, and fourth quarter of the school year. Concert band continues the students’ musical development through the study, rehearsal, and performance of many outstanding compositions from the canon of band literature. Improved musicianship and understanding of the elements of music such as tone quality, pitch, rhythmic accuracy, and musical expression are studied through participation in this setting. The students are split into two concert bands: Symphonic Band and Wind Ensemble. Each student is required to audition for placement into these bands at the end of the marching band season. Each band performs publicly at least three times, once during each of the quarters that it meets. The main difference between the two groups is that the Wind Ensemble tends to perform more difficult music. Students are required to have the appropriate instrument and additional necessary materials in order to rehearse and perform. The student will provide most of these materials, however, music will be made available, and those students who use school-owned instruments will be provided an instrument for a yearly fee of \$15.

## **Marching Band Auxiliary**

### **Grades 9 through 12**

**Prerequisite: Selection to the Majorette Squad or Color Guard by audition**

**Nine weeks: ¼ credit (1<sup>st</sup> quarter only)**

Students who are successful in try-outs for the Majorette Squad or Color Guard, but will not play an instrument in concert band, will be scheduled for Marching Band Auxiliary for the first nine weeks of the school year. The Auxiliary will be required to participate in all Marching Band rehearsals and performances.

## **Jazz Ensemble**

**Prerequisite: By audition**

**Full year: (2 times per week before school) ¼ credit per semester**

Auditions for the high school jazz ensemble will be held at the beginning of the school year. Students in grades 9-12 who audition into the "VHS Jazz Ensemble" will be enrolled in this class, which will meet twice a week from 6:30-7:20am. Students in the Jazz Ensemble will learn a variety of music in the jazz idiom as well as how to play with appropriate style and basic to advanced improvisation. This group will perform at least 5 times during the school year. Students will be expected to attend every rehearsal, learn their part for each piece, and learn fundamental materials beyond what is expected in the concert bands (all major scales, arpeggios, blues scales, basic understanding of reading chord progressions).

## **8<sup>th</sup> Grade Chorus**

### **Grade 8**

A choral ensemble made up of young men, grades 8 through 12. This ensemble will meet daily during a normal class period. The Men's Chorus will have various after school performances throughout the year. This group may also be taken to OMEA competition. The primary goals of this group are to develop young male voices in a choral setting, to perform the unique repertoire written for men's ensembles, develop camaraderie and respect among male singers, and encourage male participation in the arts. The group will perform works from various styles and time periods, including barbershop, classical music, vocal jazz, and contemporary music. This group will also contribute to the Masterworks Concert Ensemble during the spring. No audition is required for Men's Chorus.

## **Chorus**

**Full year: ½ credit per semester**

A choral ensemble made up of 9 through 12, whose primary focus is to develop the voices and choral musicianship of Vermilion High School students. This ensemble will meet daily during a normal class period. Chorus will perform a variety of after school performances with the other ensembles throughout the year. The class may also be taken to OMEA competition in the spring. The repertoire studied in this ensemble will range from classical to contemporary, and include various genres such as jazz, choral Masterworks, popular music, and many more. Chorus will also combine for the Masterworks Concert in the spring. No audition is required for Chorus.

## **Chorale**

**Full year: ½ credit per semester**

Chorale is a highly select, auditioned, choral ensemble of up to 50 students in grades 9 through 12. This course meets five times a week for an extended class period. The Chorale performs actively throughout the school year both at the high school and around the area. This ensemble also competes in the Ohio Music Education Association's Large Group Contest. The repertoire studied in this ensemble will include pieces from the Renaissance, Classical, Baroque, Romantic, and Modern eras of musical composition. This course includes assignments in sight-reading, notation, and music appreciation. Chorale will also join forces with the Symphonic Choir for a number of performances during the year. Auditions for this ensemble take place in May/June for the next year's ensemble.

## **The History of Rock and Roll**

**Grades 9-12**

**Half Year: ½ credit**

This course is designed to teach the history of rock and roll as a musical genre, confer familiarity with the major styles of rock music and the elements that define those styles, and develop active listening skills and the ability to discuss rock music intelligently. **No prior familiarity with music is necessary or assumed.** We will begin with an introduction to listening and musical fundamentals and develop a vocabulary with which to discuss and experience selected works from the history of rock and roll.

## **Intro Piano**

**Grades 9-12**

**Half Year: ½ credit**

In this course you will learn basic piano skills using both hands including 5 finger position, scales, progressions, fingering techniques and accompaniment. Students will also learn basic music theory including notes, rhythm, basic harmonization techniques, and form. Performance etiquette as a performer and as an audience member will also be stressed.

## **Intro Guitar**

**Grades 9-12**

**Half Year: ½ credit**

This course is designed for the beginning guitar student. The class is taught in a group setting with individual responsibilities. No prior guitar experience is required. This class requires outside study and practice. Upon completion of this course, the students will be able to: Identify parts of the guitar, tune guitar properly using relative tuning, read music including the following aspects:

a. Standard notation (including understanding the elements of music)

i. Rhythm

ii. Melody

iii. Harmony

iv. Form

v. Tempo

vi. Dynamics

b. Chord symbols/charts

c. Tablature

Perform music using proper guitar technique (fingering, posture, hand position, etc.), perform standard guitar literature in a group setting as well as individually, and sight-read selected exercises/songs. **Each student must have a guitar that is available to them for class and outside practice. You will not be able to share a guitar with another student in the class.**

## **Intro to Music**

**Grade 8**

**Half Year: ½ credit**

Students learn about music and its relationship to society through investigation of music from a variety of styles, genres, theory, and historical periods. This study enables students to make connections with art, dance, and drama, as well as with other content areas. This is a non-performance music course and no prior music instruction is required.

## SCIENCE

The goal of the Vermilion Science Department is to provide each student with a strong foundation in the physical and biological sciences. All students are required to earn a minimum of three (3) credits in science to graduate. College bound students are strongly encouraged to earn four (4) credits in science, including a course in physics.

### **Science 8**

**Full year: ½ credit per semester**

Grade 8 Science focuses on three branches of science; Earth Science, Physical Science, and Life Science. The topics of the content will be Physical Earth, Forces and Motion and Species and Reproduction. The connections made between the three areas combines the interaction of energy, forces in motion and how they change the physical features of the Earth. The changes of physical Earth and the species that have lived on Earth are found in the rock record. For species to continue reproduction must be successful. These concepts will be presented as a lab based course. Students will interpret and present quantitative data produced by themselves and others through experimentation.

### **Honors Science 8**

**Full year: ½ credit per semester**

The Honors Science course for eighth graders will extend and accelerate key topics within the Science 8 curriculum. The course will focus on three branches of science: Earth Science, Physical Science, and Life Science. The connections made between the three areas combines the interaction of energy, forces in motion and how they change the physical features of the Earth. The changes of physical Earth and the species that have lived on Earth are found in the rock record. For species to continue reproduction must be successful. These concepts will be presented as a lab based course.

### **Physical Science**

**Full year: ½ credit per semester**

This hands-on laboratory course is the preparatory science course designed for all students. Students will explore the major introductory concepts of physics and chemistry through interactive activities, laboratory experiences, computer simulations and demonstrations. Students will work together in lab groups and be introduced to scientific laboratory equipment and probe-ware. An emphasis is placed on understanding how the world works by applying scientific methods and inquiry. The course will conclude with a cumulative final exam. A fee is charged for this course.

### **Honors Physical Science**

**Pre-requisite: Algebra I**

**Full year: ½ credit per semester**

Honors physical science covers introductory concepts of physics and chemistry. This hands-on laboratory course is a preparatory course designed for students with a strong mathematical foundation in algebra that has experienced success in previous science courses. Students will work together in lab groups and be introduced to new lab equipment and probe-ware similar to that of the professional level. Students will be asked to make use of current technology to research, experiment, create, and present findings in class. This course concludes with a cumulative final exam. A fee is charged for this course.

### **Biology**

**Full year: ½ credit per semester**

An introductory biology course designed for students with an honest curiosity pertaining to the structure and function of living organisms and their interrelationships. Topics include heredity, cell biology, evolution, genetics, diversity and interdependence of life, and scientific inquiry and application. Students can expect daily reading and homework assignments. Collaborative and

independent projects are required, as is a final exam. A fee is charged for this course.

### **Honors Biology**

**Full year: ½ credit per semester**

An introductory biology course designed for students who are prepared to do extensive independent work. Students should expect to spend a minimum of one hour each day preparing for class. The Honors Biology course will emphasize an enriched, accelerated content that focuses on key concepts. Topics include heredity, cell biology, evolution, genetics, diversity, and interdependence of life. Scientific inquiry, critical thinking, and application will be stressed. Required course components include collaborative and independent projects, assignments, and a final exam. A fee is charged for this course.

### **Chemistry**

**Prerequisite: Physical Science, Biology**

**Full year: ½ credit per semester**

Chemistry is the study of matter and change. Matter, physical and chemical changes, bonding and energy are the four main themes that will be discussed during this class. Laboratory experiments are designed to reinforce the principles studied in the classroom. This course is a quick-paced introduction to the further study of chemistry and other sciences at the industrial and college levels. Students can expect daily reading and homework assignments. A notebook and a scientific calculator are required and a cumulative final exam is given. A fee is charged for this course.

### **Honors Chemistry**

**Prerequisite: Physical Science, Biology**

**Full year: ½ credit per semester**

This chemistry course covers topics in addition to those covered in the regular Chemistry course. Students enrolled in this course must be strong math students with good problem-solving skills. Laboratory experiments are designed to reinforce the concepts learned in class and to further develop inquiry skills. Lab reports are required of students. Students can expect daily reading assignments and/or homework assignments, as well as problem solving applications. A notebook and a scientific calculator are required. A fee is charged for this course.

### **Forensics and the Law**

**One semester: ½ credit**

This course introduces students to the field of forensic science through an exploration of its applications to criminal investigations, and clear explanations of the techniques, abilities and limitations of the modern crime laboratory. Course contents include forensic psychiatry/psychology, serial arsonists, serial killers, document analysis, toxicology, arson, time of death, entomology, finger printing and crime scene processing.

### **Forensic Investigations**

**One semester: ½ credit**

This course introduces students to the field of forensic science through an exploration of its applications to criminal investigations, and clear explanations of the techniques, abilities and limitations of the modern crime laboratory. Course contents include introduction to the study of criminalistics vs. criminology, Locard's principle, introduction to the law, forensic history, rules of evidence, trace evidence, forensic anthropology, glass as evidence and crime scene processing.

### **Astronomy**

**Full year: ½ credit per semester**

Astronomy is the study of our solar system and beyond. Topics that will be covered include astronomical measurements and their instruments, the solar system of planets, the sun and stars, galaxies, as well as other concepts of cosmology. Students will be asked to research, develop, and

present topics to their peers. Expect regular current event readings that will be summarized and kept in a journal. Exam required. A fee is charged for this course.

## **Physics**

**Prerequisite: Chemistry, Algebra II**

**Full year: ½ credit per semester**

Physics is the study of the natural universe and the laws and theories that govern it. The physics course provides students with a general knowledge background of the fundamental areas of physics. Topics are developed conceptually and then are supported mathematically. This is a hands-on laboratory course that develops students' critical thinking skills through laboratory reporting and problem solving. Students can expect daily reading and homework assignments. Exam required. A fee is charged for this course.

## **AP Physics I**

**Full year: ½ credit per semester**

**Prerequisites: B or better in Honors Chemistry, B or better in Algebra II**

Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian Mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students taking this course will be required to take the AP Exam in May. AP Course Fee; AP Exam Fee

## **General Biology (CCP)**

**Prerequisite: LCCC acceptance required. Recommended that students have earned a B or better in Biology or Honors Biology.**

**One semester: 1 credit**

An introductory biology course designed for non-science majors. Topics include basic chemistry and cell biology, evolution, genetics, ecology and a survey of the kingdoms. Students should expect to spend a minimum of one hour each day preparing for class independently. Laboratory required. This is a natural science core course.

## **Introduction to Ecology (CCP)**

**Prerequisite: LCCC acceptance required. Recommended that students have earned a B or better in Biology or Honors Biology.**

**One semester: 1 credit**

An introductory course intended for the non-science major covering the environment and the interaction between human beings and the ecosystem. Course also addresses the energy, social, and environmental problems associated with this interaction. Students should expect to spend a minimum of one hour each day preparing for class independently. Course will include several field experiences, including a community event and independent field observations. This is a natural Science Core Course.

## **Introduction to Human Anatomy**

**One Semester: 1/2 credit**

This elective laboratory science course is designed for students interested in taking a challenging in-depth study of the structure and function of the human body. The course is focused on the gross anatomy of the human body. A systems approach is followed. Lab dissection of mammalian organs and some mammals is required. Successful completion of this course will require students to demonstrate proficiency in the following Ohio Academic Content Standards in Science.

## **Introduction to Human Physiology**

### **One Semester: 1/2 credit**

This elective laboratory science course is designed for students interested in taking a challenging, in-depth study of the function of the human body. The course is focused on the physiology of the human body. A systems approach is followed with an emphasis on the mechanisms that . Lab dissection of mammalian organs and some mammals is required. Successful completion of this course will require students to demonstrate proficiency in the following Ohio Academic Content Standards in Science.

## **Infectious Disease**

### **One Semester: 1/2 credit**

This elective laboratory science course is designed for students interested in taking a challenging in depth study of infectious diseases. The course is a disease-focused curriculum that has direct relevance to student's lives and how infectious diseases molded history. It will cover topics such as what are infectious diseases, how do they make us sick, how can they be treated, study of several world infectious disease outbreaks, how bacteria and viruses work, along with the fundamental make up of bacteria and viruses. Successful completion of this course will require students to demonstrate proficiency in the following Ohio Academic Content Standards in Science.

## **SOCIAL STUDIES**

The philosophy of the Social Studies Department is to help students understand what it means to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society, in an interdependent world with limited resources. Service learning activities are an integral and graded aspect in all social studies classes.

### **Social Studies 8**

#### **Full year: ½ credit per semester**

The 8th Grade Social Studies Course will cover U.S. studies from colonization through the Civil War. In doing so, students will describe the effects of interactions among civilizations and the various groups involved in and affected by the colonization process. Students will also explain the causes and consequences of the American Revolution, with emphasis on colonial and British perspectives, including assessment of the political and economic challenges that the United States faced in the adoption of the U.S. constitution. Finally, students will analyze the causes and consequences of the American Civil War. In doing so, students will consider the geographic, cultural, economic, and governmental changes that occur throughout these American historic time periods. Students will develop a deeper appreciation of their roles as citizens and develop social studies analysis skills and methods, including multiple source analysis. A community service project and exam will be required.

### **Honors Social Studies 8**

#### **Full year: ½ credit per semester**

The 8<sup>th</sup> Grade Honors Social Studies Course will cover U.S. studies from colonization through the Civil War. In doing so, students will describe the effects of interactions among civilizations and the various groups involved in and affected by the colonization process. Students will also explain the causes and consequences of the American Revolution, with emphasis on colonial and British perspectives, including assessment of the political and economic challenges that the United States faced in the adoption of the U.S. constitution. Finally, students will analyze the causes and consequences of the American Civil War. In doing so, students will consider the geographic, cultural, economic, and governmental changes that occur throughout these American historic time periods. Students will develop a deeper appreciation of their roles as citizens and develop social studies analysis skills and methods. These students will be expected to begin developing higher-level

research and writing skills as well as the implementation of technology into their research. They will be expected to study the preceding historical eras through the use of and analysis of multiple types of resources, including primary and secondary. The course will require a final research project, community service, and final exam.

### **Social Studies I**

**Full year: ½ credit per semester**

The Social Studies I course will combine U.S. and World Studies from the period of Reconstruction following the American Civil War through World War Two. The course will begin with focus upon key Enlightenment Ideas that led to independence movements, then examine the History of the United States of America from 1865 through 1945, while still emphasizing historical analysis of key global events during these years. In preparation for the New State Tests end of course exams, students will continue their chronological study of American and world studies began in earlier grades. Students will continue to analyze how the events of yesterday have shaped the nature of the country and world today. This course will continue to build upon the concepts of historical thinking introduced in earlier grades with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. This course will require a community service project, midterm, and final exam.

### **Honors Social Studies I**

**Full year: ½ credit per semester**

The Honors Social Studies I course will combine U.S. and World Studies from the period of Reconstruction following the Civil War through World War Two. The course will begin with focus upon key Enlightenment Ideas that led to independence movements, then examine the History of the United States of America from 1865 through 1945, while still emphasizing historical analysis of key global events during these years. In preparation for the New State Tests end of course exams, students will continue their chronological study of American and world studies began in earlier grades. Students will continue to analyze how the events of yesterday have shaped the nature of the country and world today. This course will continue to build upon the concepts of historical thinking introduced in earlier grades with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. Students will be expected to use critical thinking to complete projects that will focus on content collaboration, communication, and creativity. In addition, a community service project, midterm exam, final exam, summer reading, and in class reading of novels is required.

### **Social Studies II**

**Full year: ½ credit per semester**

The Social Studies II course will combine U.S. and World Studies from the end of World War Two to present day. Following a review of key post American Civil War eras; the course will then examine the History of the United States of America from 1945 through the early 21st Century, while still emphasizing historical analysis of key global events during these years. In preparation for the New State Tests end of course exams, students will continue their chronological study of American and world studies began in earlier grades. Students will continue to analyze how the events of yesterday have shaped the nature of the country and world today. This course will continue to build upon the concepts of historical thinking introduced in earlier grades with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. This course will require a community service project, midterm, and final exam.

## **Honors Social Studies II**

**It is highly recommended that students have completed Honors Social Studies I with an 80% or above achievement rate when signing up for this course.**

**Full year: ½ credit per semester**

The Honors Social Studies II course will combine U.S. and World Studies from the end of World War Two to present day. Following a review of key post American Civil War eras, the course will then examine the History of the United States of America from 1945 through the early 21st Century, while still emphasizing historical analysis of key global events during these years. In preparation for the New State Test end of course exams, students will continue their chronological study of American and world studies began in earlier grades. Students will continue to analyze how the events of yesterday have shaped the nature of the country and world today. This course will continue to build upon the concepts of historical thinking introduced in earlier grades with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills. There will be an overall emphasis on written analysis, as well as the use of technology in a project-based learning environment. Students will be expected to use critical thinking to complete projects that will focus on content collaboration, communication, and creativity. The course will require the completion of a first semester book analysis paper, community service project, final exam, and major research paper and presentation completed during the Second semester.

## **Social Studies III**

**Full year: ½ credit per semester**

This is a combined class of Government and Economics. The American Government element focuses extensively on the principles of the United States Constitution: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. Students will explore the Legislative, Executive, and Judicial branches of federal government in detail. Also, students will learn about enlightenment era influences on the American democracy, as well as explore ways that citizens play a critical role in government such as voting, political party membership, and involvement in interest groups. A survey of comparative political systems and state and local government are also featured. The Economics element will provide students an opportunity to learn micro and macroeconomic principles, as well as understand how individuals and societies use scarce resources to satisfy their unlimited needs and wants. Included in this part of the class is the Financial Literacy requirement established by Ohio law and the Social Studies academic content standards. The course involves simulations, projects, group discussions, in addition to a community service project and a final exam.

## **AP U.S. Government**

**Full year: ½ credit per semester**

This course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. AP U.S. Government and Politics is taught on a college level and it requires a substantial amount of reading and preparation for every class. The course objectives go well above a basic analysis of how U.S. government works. Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as citizen's rights and responsibilities. Students taking the course will be required to take the year-end AP exam, which will determine whether or not students receive college credit for the course. A course fee is required; the AP exam fee is also required

## **United States History I (CCP)**

**Prerequisite: LCCC acceptance required**

**One semester: 1 credit**

A study of the origin and growth of American civilization from the discovery of the western hemisphere to the end of the Reconstruction. Research paper required. Course format is lecture and discussion. Writing development will occur as well. Analysis of multiple primary and secondary sources of information will be key to student evaluation in this course. Focus of class activities and assignments will be determining key issues in the early development of American history and their relevance to students' lives today. This is a college course and students will be graded as such. It is highly recommended that students have completed Honors Social Studies II with an 80% or above achievement rate when signing up for this course.

## **United States History II (CCP)**

**Prerequisite: LCCC acceptance required**

**One semester: 1 credit**

A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of Reconstruction to the present. Intensive reading is required, including text, scholarly articles, primary sources, and supplementary books, which students may need to purchase. Course format is lecture and discussion. Research paper required. Writing development will occur as well. Analysis of multiple primary and secondary sources of information will be key to student evaluation in this course. This is a college course and students will be graded as such. It is highly recommended that students have completed Honors Social Studies II with an 80% or above achievement rate when signing up for this course.

## **SOCIAL STUDIES ELECTIVES:**

### **History and Film**

**One semester: ½ credit**

This course will involve the study of American or World History through the use of popular or documentary film. The key to this course will be viewing the films with a critical 'eye' and be expected to learn about the content in the films viewed and how accurate the content in the film is portrayed. Analysis of the inherent messages in the films viewed will be key to a successful grade in the course as well. Discussion and written analysis will be key to the course evaluation.

### **Modern Global Studies**

**Full year: ½ credit per semester**

Students in this course will study the 21<sup>st</sup> century from an economic, social, and political viewpoint. Current news issues will be researched and analyzed, as well as global conflicts and the resulting consequences on race, class, and gender. Conflicts to assess will include women's challenges, the Arab-Israeli conflict, world healthcare, contemporary conflicts involving war and economic sanctions, interdependence, the world's environment, food supply, basic human rights and freedom/democracy, and the United Nations. By the end of the course, students should be able to discuss and critically evaluate problems facing different regions of the world and suggest possible solutions to the problem. In addition, students should be able to demonstrate where specific regions are located on the globe. Online journal articles and newspapers from around the world along with scholastic magazines will be utilized in order to gain a firm understanding of issues on a worldwide level. Students will use research projects, cooperative learning, projects, tests, quizzes and positional debates to demonstrate their knowledge about the 21<sup>st</sup> century world. The class will also include a service-learning aspect that would integrate meaningful community service connected to the current issues addressed in the course.

## **Peer Leadership**

**Prerequisite:** Application is required

**Suggestions:** Student should have missed no more than 10 days of school the previous year, second year students should earn an 80% or higher in the course the previous year. Students should be well organized and prepared to miss other classes due to field trips/class projects.

**Full Year:** ½ credit per semester

This course centers on service learning and creating environments and communities that are positive, safe, understanding, and inspiring. You will identify your personal leadership style, as well as your personality type, in order to build and develop your leadership potential. This class emphasizes service learning, project-based learning, team building, collaboration, presentation skills and character. Students will analyze and evaluate national and local leaders as well as organizations that have benefited the local community and the American public. Students will become involved in the Big Brothers/Big Sisters Program in which they build a relationship and become a role model to a younger student in the district. Students may become involved in other area organizations, both inside and outside the school. Students will become a part of Teen Leadership Corps, an organization that empowers students to achieve leadership through service to their school and community. Students who take Peer Leadership will be expected to be socially responsible, as they will be representatives of their school and community, as well as sign a Confidentiality and No Use Agreement Form. This course will require four hours of community service each semester. These hours may not always include projects within the course. It will also require the completion of presentations, class activities, and a final exam. Course does not meet Honors Diploma criteria.

## **Psychology I**

**Grades 10-12**

**One semester:** ½ credit

The goal of this course is for students to learn the dignity and worth of the individual. This is done through the study of individual human development and the challenges and accomplishments they face. Throughout this course, students will study the approaches and methods of psychology as they pertain to the human brain, sensation and perception, learning and behavior, altered states of consciousness and dreaming as well as psychological disorders and treatments. Classroom lessons emphasize activity, experimentation, demonstration, collaboration, and technology. Students will complete a research paper and oral presentation where they apply their creativity, theories and methods learned in the course. The course will require a final project, as well as a final exam.

## **Psychology II**

**Prerequisite:** Psychology 1

**Grades 10-12**

**Suggestion:** Students should earn a 70% or higher in Psychology 1

**One semester:** ½ credit

The psychology two course will continue with the study of individual human development and the challenges and accomplishments they face. Students will study the approaches and methods of psychology as they pertain to memory and cognition, language, intelligence, motivation and emotion, development across the lifespan, personality, and social psychology. Classroom lessons emphasize activity, experimentation, demonstration, collaboration, and technology. Students will complete projects where they apply their creativity, theories, and methods learned in the course. The course will require a final exam.

## **AP Psychology**

**Grades 10-12**

**Suggestions:** Students should have earned an 80% or higher in honors courses or 90% or higher in core classes.

**Full year:** ½ credit per semester

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students

will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Throughout the course students will study history and approaches, research methods, the biology of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, social psychology, personality, testing, abnormal psychology, and treatment of psychological disorders. Students will also learn about ethics and methods psychologist use in their practice. Classroom lessons emphasize lecture, experimentation, demonstration, collaboration, technology, critical thinking, and test preparation. The course will require course reading that may be completed over the summer, a midterm exam, a final exam, and the AP Test in May. A fee is required for the course and also the AP exam.

## **Sociology**

**Grades 10-12**

**One semester: ½ credit**

This course will involve the study of societal beliefs and behavior patterns. Students will learn about the findings of sociological study, including the social forces that shape their lives. Students will be encouraged to look beyond their limited view of society to see other values, ideas, groups, and institutions that shape the world in which they live. Throughout this course, students will learn the sociological approaches, research methods, and paradigms as they pertain to societal values, norms, and the structure of society. Students will also gain an appreciation for diversity and adversity by working creatively and cooperatively with each other. Issues discussed will include culture, socialization, various social groups as well as their dynamics and pressures, social inequalities, and deviance. Classroom lessons will emphasize discussion, activities, demonstrations, collaboration, and technology. This course will require a final exam.

## **Sports History**

**One semester: ½ credit**

This course will involve the study of the history and influence of sports upon American history. The course will examine key issues involved with the prevalence of sports in American culture, as well as specific issues concerning major and popular American sports. Student evaluation will be based on discussion, projects, and unit tests that will require some written analysis. A student fee will be assessed for fieldtrips.

## **United States History I (CCP)**

**Prerequisite: LCCC acceptance required**

**One semester: 1 credit**

A study of the origin and growth of American civilization from the discovery of the western hemisphere to the end of the Reconstruction. Written book analysis and community service required. Project-based learning with the implementation of technology is key to the course. Projects should focus upon analysis of multiple sources and incorporate creativity and collaboration. Writing development will occur as well. Focus of class activities and assignments will be determining key issues in the early development of American history and their relevance to students' lives today. Community service required.

## **United States History II (CCP)**

**Prerequisite: LCCC acceptance required /and successful completion of U.S. History I**

**One semester: 1 credit**

A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of Reconstruction to the present. Intensive reading is required, including text, scholarly articles, primary sources, and supplementary books, which students may need to purchase. Course format is lecture and project-based, including a written book analysis. Community service required.

## GENERAL ELECTIVES

### **ACT/SAT Test Prep**

**One quarter (9 week course): ¼ credit**

Students enrolled in this course will prepare for all subject areas of the ACT and/or SAT by learning test-taking skills, completing diagnostic tests, engaging in remediation, and taking practice tests.

### **End of Course Test Prep**

**One quarter (9 week course): ¼ credit**

Students enrolled in this course will prepare for all subject areas of the End of Course exams by learning test-taking skills, completing diagnostic tests, engaging in remediation, and taking practice tests.

## ONLINE ELECTIVES

Technology continues to enhance educational opportunities for our students. Online electives provide scheduling flexibilities and opportunities to enroll in elective courses that VHS does not offer in the traditional “brick and mortar” classroom. A virtual classroom will blend learning opportunities and provide access to rigorous, personalized instruction. There are challenges inherent with online learning, and yet, it is an option available for students to meet their educational needs and produce positive academic results. Online elective credits count toward high school graduation requirements. These classes will be scheduled into the online learning lab.

### **Literacy & Comprehension I**

**One semester: ½ credit per semester**

This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, make inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

### **Literacy & Comprehension II**

**One semester: ½ credit per semester**

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Each of these reading intervention courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

### **Expository Reading and Writing**

**Full year: 1 credit**

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range

of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay and Gary Soto.

### **Introduction to Communications and Speech**

**One semester: ½ credit per semester**

Beginning with an introduction that builds student understanding of the elements, principles and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

### **Idea Writing – Instruction to Develop Expository & Applied Writing.**

**One semester: ½ credit per semester**

Motivating students in grades nine through twelve to become more articulate and effective writers this one-semester course offers hands-on experience writing personal reflections definition essays, research essays, persuasive essays, informative essays and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students get further practice applying the grammatical rules of standard American English in formal writing.

### **Mathematical Models with Applications**

**Full year: 1 credit**

Broadening and extending the mathematical knowledge and skills acquired in Algebra 1, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-work application of useful mathematical concepts

### **Financial Math**

**Full year: 1 credit**

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems and exponential function.

### **Online Learning and Digital Citizenship**

**One semester: ½ credit per semester**

This one-semester course provides students with a comprehensive introduction to online learning including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessment, the course prepare students for high school by providing in-depth instruction and practice in important study skills such a time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

## **Strategies for Academic Success**

**One semester: ½ credit per semester**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

## **Career Explorations**

**Full year: 1 credit**

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

## **Career Planning and Development**

**One semester: ½ credit per semester**

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a resume that can be used in their educational or career portfolio.

## **Health Science Concepts**

**Full year: 1 credit**

This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

## **Introduction to Business**

**Full year: 1 credit**

In this two-semester introductory course, students learn the principles of business using real-world examples – learning what it takes to plan and launch a product or service in today's fast paced business environment. This course covers an introduction to economics, cost and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit, the basics of financing a business, how a business relates to society both locally and globally; how to identify a business opportunity, and techniques for planning, executing, and marketing a business to respond to that opportunity.

## **Introduction to Health Science**

**Full year: 1 credit**

This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S healthcare systems, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism accountability and efficiency for workers within the health care field.

## **Introduction to Information Technology**

**Full year: 1 credit**

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hand-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and the efficiency for workers within the field of IT

## **Medical Technology**

**One semester: ½ credit per semester**

This semester-long course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology and pathology. The knowledge and skills gained in this course provide students entering the health field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skill through direct instruction, interactive tasks, practice assignments and unit-level assessments.

## **Introduction to Art History**

**One semester: ½ credit per semester**

In this course, students will master the basic art history elements of the Western world, from prehistoric to modern times. Students will explore art exhibits, analyze buildings and architecture, and examine art in everyday life. Upon completion of the course, students will be able to describe art history, examine art from 22,000 BC through 400 AD, distinguish art from 401 AD through 1450 AD, and analyze art from 1451 AD through 1800 AD. They will also be able to categorize art from 1801 AD through 1900 AD and interpret art from 1901 AD through the present.

## **STEAM (Science, Technology, Engineering, Arts and Mathematics)**

### **Computer Science Principles**

**One semester: ½ credit**

This is an introductory course in computer science. Rather than focusing the entire course on learning particular software or programming languages, the course focuses on conceptual ideas; problem solving and programming that is relevant to the lives of students today. A fee is charged for this course.

### **Inside Technology – Exploring the Fundamentals**

**One semester: ½ credit**

This course is designed to be a hands-on experience tailored for individuals who seek to know more about how the world of technology works through emphasis on personalized learning and teamwork skills. The course emphasizes the role of science, technology, engineering and mathematics in promoting innovation and economic progress as well as incorporating scientific inquiry and

technological design. From computer hardware composition down to the way in which microsystems function together in order to create an operational machine. This course will delve into comparison and benchmarking of hardware to optimize system performances.

**Computer Composition:** This section of the course will seek to explore and compare the various components found in computers. Furthermore this course will teach the value of each individual component. CPUs, GPUs, Ram, SSD/HDDs, Motherboards, Cases, Coolers, Fans and Power Supply Units all will be compared in this hands on computer unit.

**The Common Composition:** Technology is something we interact with daily. Wouldn't it be interesting to know how they function? There are many items we take for granted each day and when they break it seems fitting to simply throw them away. Instead of tossing your broken headphones or a Bluetooth speaker in a trash can. Why not see how they work and try to create something new. In this section of the course we first will seek to understand current technology at a deeper level, then work to innovate current technologies and create something new ourselves. A fee is charged for this course

### **Innovative Art Using Technology**

**One semester: ½ credit**

This course is designed for students that love to learn through the use of technology. Students will be learning how to design different things with the use of different technology devices in the New VHS Maker-space. Students will be exploring the new devices in this space and how to use them. This course is a combination of Art and Technology. It will be project driven based on the Principles of Design. A fee is charged for this course.

### **The Think Tank T<sup>3</sup> – Tackling the Issues of Our Time**

**Full Year: ½ credit per semester**

There are many people with the belief that currently existing science and technology could be applied to improve the conditions of the world. This course will focus on addressing important global issues such as sustainable development, technology, science, security, the needs of the world's poor and much more. This will involve original ideas to create solutions utilizing 3d printing and digital designs. There will be emphasis on teamwork, research, analytics and communication of findings.

A fee is charged for his course.

## **EHOVE CAREER CENTER**

Students (presently in grade 10) desiring to attend EHOVE or the BGSU/Firelands Tech Prep program during grades 11 and 12 must secure an application form that can be found online at Ehope.net. Acceptance into one of the career and technical education programs is dependent upon many factors, which will be discussed in detail by the counselor. Students are encouraged to apply by first semester. The EHOVE administrative staff determines acceptance. Students may participate in extra-curricular activities at their home high school and will graduate from their home high school.

EHOVE Career Center expects students to be successful in earning a diploma from their high school while learning skill training in a career field. The acceptance guidelines below will help ensure that both goals are met.

To be eligible to enroll, a student should have on record a minimum of ten (10) units of credit. Eight (8) of the credits should be required academic classes. It is strongly encouraged that the following classes be completed before starting your junior year at EHOVE:

- English – 2 credits
- Science – 2 credits
- Health – ½ credit
- Math – 2 credits
- Social Studies – 2 credits
- Physical Ed – ½ credit

An application may be “pending acceptance” for students who meet all criteria, but have only seven academic credits. This individual may be asked to complete a summer school course in order to fulfill the eight required academic credits. Students having the possibility of meeting the attendance, GPA and/or discipline criteria may have the application “pending” until the parent and student agree to meet with an EHOVE administrator and counselor to develop a plan to succeed at EHOVE. The plan must be approved by Vermilion’s principal in order for the student to be accepted at EHOVE.

Students who have not met the criteria listed above will be more successful remaining at their home school to earn their diploma.

### **EHOVE Career Center Career and Technical Education Programs**

- Business
  - Global Business Management \*
- Construction Technologies
  - Construction Technology
  - Electrical Technology
- Education and Training
  - Early Childhood Education
  - Teacher Academy \*
- Engineering and Science Technologies
  - Engineering Technology \*
- Health Science
  - Health Careers
  - Health Technology \*
  - Exercise Science and Rehab Therapy \*

### **EHOVE Career Center Career and Technical Education Programs continued:**

- Hospitality and Tourism
  - Culinary Arts
- Human Services
  - Cosmetology
- Information Technology
  - Computer Networking Technology \*
  - Visual Media Technology \*
- Law and Public Safety
  - Criminal Justice
  - EMT / Firefighter
- Manufacturing Technologies
  - Industrial Technology
- Transportation Systems
  - Auto Body
  - Auto Technology
  - Diesel Technology
- Other
  - Career Based Intervention
  - Job Connections
  - NETWork

\*\* Detailed information can be found on [EHOVE's website](#).

\* The BGSU/Firelands College Tech Prep Programs are available through a partnership of BGSU and EHOVE Career Center.

## VERMILION HIGH SCHOOL – ACADEMIC PLAN

This educational plan is a FLEXIBLE plan and may be changed from year to year.

Name \_\_\_\_\_

Grade \_\_\_\_\_

<b>Subject</b>	<b>No. Of Credits Required</b>	<b>Grade 8 Classes/Credit</b>	<b>Grade 9 Classes/Credit</b>
<b>English</b>	<b>4</b>		
<b>Math</b>	<b>4</b>		
<b>Science</b>	<b>3</b>		
<b>Social Studies</b>	<b>3</b>		
<b>Health</b>	$\frac{1}{2}$		
<b>Phys. Ed.</b>	$\frac{1}{2}$		
<b>Elective</b>			
<b>Elective</b>			
<b>Total Credits</b>	<b>22</b>		

<b>Subject</b>	<b>Grade 10 Classes/Credit</b>	<b>Grade 11 Classes/Credit</b>	<b>Grade 12 Classes/Credit</b>
<b>English</b>			
<b>Math</b>			
<b>Science</b>			
<b>Social Studies</b>			
<b>Elective</b>			
<b>Total Credits</b>			

## EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES

List your extracurricular, community, and family activities and hobbies. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc.

Activity	Grade Level	Positions held, honors won, or letters earned
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

## ACADEMIC HONORS

List any academic honors or scholastic distinctions that you have received.

Award Received	Grade Level	Positions held, honors won, or letters earned
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	9   10   11   12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

## COMMUNITY SERVICE / VOLUNTEERISM

List any community service activities (church groups, civic organizations, scout programs, 4-H, etc.) or volunteer events that you have participated in during your high school career. Describe any volunteer opportunities and how many hours you offered your time to others.

Community service or volunteer activity	Location	Dates	# of hours per week
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## WORK EXPERIENCE

List the jobs you have held during your high school career (including summer jobs).

Specific duties, job title, etc.	Employer	Dates	# of hours per week
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## ACTION WORDS

List adjectives that you use to describe your personal character. List words that your parents use to describe you. List words that your friends use to describe you. Don't guess – ask them.

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## NOTES

### \*\*\* Course Availability \*\*\*

Classes represented in this Course Guide are reflective of anticipated course offerings for the 2018-2019 school year and are not guaranteed to be available once the school year officially begins. Actual courses offered are based on the number of student course requests, scheduled sections of each course and teacher, facility and fiscal/resource availability.